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ABSTRACT

The purpose of the project reported here was to provide personnel development in vocational education for special needs learners. Considerable progress was made with infusing instruction on special needs learners in vocational education programs in the Joint Oregon State University-Western Oregon State College School of Education. Five courses were also designed and offered to prepare special education teachers to enable mildly handicapped and learning disabled students acquire and benefit from vocational education. The major delivery methods for field-based inservice education activities were individualized consultative assistance and workshops for specific schools and agencies on a "demand" basis. Project staff members helped schools and agencies organize available resources into vocational curricula for handicapped and disadvantaged vocational students. A study was also conducted of the extent to which special needs students were participating in approved vocational programs. (Appendixes, amounting to over one-half of the report, include a sample curriculum for handicapped learners. It contains five units detailing suggested grade level; unit goals; tasks for student, vocational education teacher, and/or special education teacher; and related activities. Among other appendixes are a list of suggested career-vocational tests for handicapped student assessment, a parent/guardian inventory, several skills worksheets, a sample individual vocational education plan, a training agreement, an employee evaluation sheet, and a description of the technical on-site assistance provided to high schools to develop curriculum for handicapped vocational students.) (YLB)

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FINAL REPORT

# VOCATIONAL EDUCATION SPECIAL NEEDS PROJECT

Warren N. Suzuki

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Department of Vocational and Technical Education
Oregon State University
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November 1985

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ABSTRACT

A. PROJECT DESCRIPTION

1. Project Title: Comprehensive Personnel Development Program on Vocational Education for Special Needs Learners (also known as the Vocational Education Special Needs Project

2. Principal Investigator and Organization: Warren N. Suzuki
Oregon State University

Address: Dept. of Vocational and Technical Education, Corvallis OR 97331-2404

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3. Special Population Target Groups
Check Primary Group(s)

Racial/Ethnic

| | | | |
|---|---|---|---|
| American Indian or Alaskan Native | x | Limited English Proficiency | x |
| Asian or Pacific Islander | x | Handicapped | x |
| Black, Non-Hispanic | x | Disadvantaged | x |
| Hispanic | x | Displaced Homemaker | |
| White, Non-Hispanic | x | Single Head of Household | |
| | | Part to Full-Time Employment | |
| | | Persons in Non-Traditional Vocations | |
| | | Others | |

4. Number of Students Affected ____; Number of Staff Affected 234

5. Project Objectives:
Enable vocational teacher trainees and vocational practitioners and appropriate supportive personnel (e.g., special education teachers, reading teachers, vocational counselors) to meet special vocational needs of disadvantaged, handicapped and limited-English speaking learners in high schools and community colleges.

6. Project Procedures:
   1. Assist vocational and special teacher educators to infuse instruction on vocational education for special needs learners into on-going curricula.
   2. Conduct workshops and provide individualized consultative assistance to practitioners.

7. Project Products:

8. Expected Contribution or Potential Impact on Vocational Education:
Schools and colleges better able to help disadvantaged and handicapped to become employable and employed

9. Will the product be placed in a classroom within your district in the five years?

____Yes ____No

Final Report of the

# VOCATIONAL EDUCATION SPECIAL NEEDS PROJECT

Prepared by

Warren N. Suzuki
Department of Vocational and Technical Education
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Corvallis OR 97331-2404

Submitted to

Division of Vocational Education
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem OR 97310

November 1985

A. Project Identification.

1. Project Title: Comprehensive Personnel Development Program on Vocational Education for Special Needs Learners (also know as the Vocational Education Special Needs Project).

2. Project Grant Number: 50-004-385.

3. Institution: Oregon State University.

4. Funding Period: October 1, 1984, to September 30, 1985.

B. Background.

The project was a continuing effort in personnel development on vocational education for disadvantaged and handicapped learners. Target audiences were vocational and special education teacher trainees, vocational practitioners, and appropriate supportive personnel, e.g., special educators, developmental education instructors, vocational counselors. The major goals were as follows:

1. To enable undergraduate vocational and special teacher education students to meet the special needs of disadvantage and handicapped vocational learners.
2. To enable high school and, when requested, community college vocational instructors and support personnel to meet the special needs of handicapped and disadvantaged vocational students.
3. To develop materials and strategies for use by high school vocational instructors and appropriate support personnel and state agency personnel.
4. To assist state agency personnel and vocational teacher organizations as needed.

The activities for the teacher education goal were conducted in the Joint Oregon State University-Western Oregon State College School of Education.

Vocational teacher trainees were enrolled in the Department of Vocational and Technical Education at Oregon State University. Special education teacher trainees were students in the Department of Special Education at Western Oregon State College. Project staff members served as guest speakers and assisted faculty members with improving syllabi and acquiring resources to infuse instruction on vocational education special needs students into their courses and programs. Because of the demand for services from the field, the level of on-campus effort was significantly reduced when compared to prior project years.

The major delivery methods for field-based inservice education activities were individualized consultative assistance and workshops for specific schools and agencies. Clients were located throughout the state necessitating extensive travel by project staff members. Although staff members responded to requests by individuals who had particular concerns with specific special needs students, they expended most of their effort on assisting schools to organize available resources into comprehensive and systematic vocational curricula for handicapped and disadvantaged vocational students. It should be noted that services were provided on a "demand" basis. During the period starting on October 1, 1984, and ending on September 30, 1985, the project served a total of 234 practitioners in the field. These practitioners were employed by 84 different organizations or agencies. Five of the clients were from two community colleges.

C. Major Accomplishments and Outcomes.

During prior funding periods, considerable progress had been made with infusing instruction on special needs learners into two of the department's four

vocational teacher education programs. These two programs continued to refine their scopes and sequences and resources with minimal assistance from the project. Minimal support in the form of resource materials and speakers was provided to the other two programs.

The Department of Special Education at Western Oregon State College received a grant from the U.S. Department of Education. In support of the two-year grant, project staff members conducted four new courses and a special section of the existing VEd 483 (Coordination Techniques for Coorperative Work Experience) for special education students participating in the project. Syllabi for the four new courses were initially developed and coordinated by project staff members during the prior fiscal year. The five courses were designed to prepare special education teachers to enable mildly handicapped and learning disabled students to acquire and benefit from vocational education and to successfully transition from school to work. The WOSC project transferred funds to the VESN Project to conduct the five courses during the project year.

As anticipated, the numbers of clients and agencies served during this project year were less than those served during the prior year. Table 1 shows the numbers of clients and agencies assisted during this project year. Project staff members provided services to 229 high school practitioners. These persons represented 82 different schools or agencies. The average number of contacts increased significantly to 2.8 per agency during this project year. (A "contact" was a workshop or telephone conversation or on-site visit during which technical assistance was provided regardless of the number of clients served during the visit or conversation.) The increased contact with schools permitted project staff members to move beyond awareness and familiarization phases of

TABLE 1 NUMBERS OF HIGH SCHOOL CLIENTS AND AGENCIES SERVED AND CONTACTS MADE WITH THEM DURING THE 1984-85 PROJECT YEAR.

| | |
|---|---|
| Number of clients served | 229 |
| Number of agencies/organizations served | 82 |
| Average number of clients served per agency/organization | 2.8 |
| Total number of contacts | 232 |
| Average number of contacts per agency/organizaton | 2.8 |
| Percentage distribution of agencies/ organizations by number of contacts | |
| One contact | 41% |
| Two contacts | 16% |
| Three contacts | 10% |
| Four or more contacts | 33% |
| Maximum number of contacts for any agency/organization | 10 |

NOTE: 1. A contact is one visit to a high school or district office; one or more persons may be served during a single contact.

2. Practitioners in education service district, county units, and regional and state facilities included with high school clients.

staff development and to assisting agencies and schools with the planning and implementation of appropriate vocational curricula for handicapped and disadvantaged students.

Practitioners most often served by project staff members were special education teachers (Table 2). They were assisted with developing and implementing necessary programmatic components and linkages so that handicap learners can prepare for and then benefit from regular and modified vocational programs. Vocational instructors participated in the planning process, then were prepared to provide services to special needs students. An example curriculum for handicapped learners is provided in Appendix A; however, proposed curricula are tailored to each school or agency's particular needs and capabilities. The process used by project staff members to assist schools and agencies to develop their curricula is briefly described in Appendix B. The primary delivery mechanism used by project staff members was individualized consulting during on-site technical assistance visits. Materials and resource lists were distributed by project staf members during many of the contacts with schools and agencies.

In reponse to a request from the Oregon Department of Education, project staff members conducted a study of the extent to which special needs students were participating in approved vocational programs. Findings were based on secondary analysis of information contained in the Oregon Department of Education's secondary vocational enrollment data system, special education enrollment data system, and a report on enrollments of minority students by school and district. Enrollment patterns were displayed by district and for the state.

TABLE 2 PERCENTAGE OF HIGH SCHOOL PERSONNEL SERVED BY SPECIALIZATION, TYPE, AND METHOD.

| Grouping of Clients | Percent of Clients |
|---|---|
| Specialization of client | |
| Vocational education | 37 |
| Handicapped learners | 47 |
| Disadvantaged | 4 |
| Other | 12 |
| Type of client | |
| Teacher/instructor/coop coordinator | 76 |
| Tutor/aide | 3 |
| Counselor | 3 |
| Supervisor/administrator | 18 |
| Service delivery method | |
| On-site technical assistance | 59 |
| Workshop, statewide or regional | 23 |
| Workshop, building or district | 42 |
| Other | 5 |

NOTE: 1. Includes personnel in E.S.D.'s and regional and state facilities.

2. Distribution of clients among methods is duplicated; therefore the total of the percentages is greater than 100.

3. "Other" methods includes distribution of materials and resource lists. Materials and resource lists were often distributed during the conduct of other methods, such as workshops. When more than one method was used during a contact with a client, the primary one (e.g., workshops, on-site technical assistance visits) was assigned a higher priority than a secondary method, e.g., distribution of materials. As an example, if materials were distributed during a workshop, the method "workshop" was assigned to the contact.

The project assisted the Oregon Association for Vocational Manpower and Special Needs Personnel to publish and distribute its newsletter and plan and conduct its annual conference. The association is a state affiliate of the National Association for Vocational Education Special Needs Personnel and an affiliate of the Oregon Vocational Association.

D. Problems.

Oregon State University was notified in late Spring 1985 that the funding of this project would not be funded during the 1985-86 project year. Project staff members therefore had to accomplish project termination activities. These activities included the packing and disposition of materials and the briefing of appropriate state specialists on methods, materials and resource persons available to them.

E. Evaluation.

Evaluative information was used in the short-range planning of project activities. The most basic information kept by the project was concerned with the services provided to each client. Information on each contact with every client was stored in the project's data base management system on OSU Milne Computer Center's CYBER computer. Hard copies of information on and for each agency and institution that the project served was also kept on file in the project's office area. Among the project termination actions were the saving of the computerized data base on magnetic tape and the packing and storing of all pertinent documents.

F. Summary and Conclusions.

The approved 1984-85 scope of work was generally satisfied; project staff members exceeded expectations in some areas while failing to complete a few activities. Project staff members attempted to satisfy a heavy demand from practitioners in the field. The types of service provided by project staff members ranged from regional workshops to individualized consulting. The amount of assistance concerned with disadvantaged vocational students continued to be considerable less than the amount provided on handicapped learners.

G. Recommendations.

The Oregon Department of Education should continue to provide the types of services that had been provided by the project. Many special education and academic basic skills teachers and counselors still need assistance with planning and implementing curricula and instruction which will enable handicapped and disadvantaged learners to benefit from regular vocational programs. Vocational teachers also need to know how to provide relevant and effective instruction to special needs learners in this curricular context.

H. Project Follow-up and Commitment.

Not applicable.

## Appendix A

VOCATIONAL CURRICULUM FOR HANDICAPPED LEARNERS

TABLE OF CONTENTS

Occupational Exploration and Vocational Assessment. . . . . 1

Vocational Skill Preparation. . . . . 4

Associated Work Skills. . . . . 10

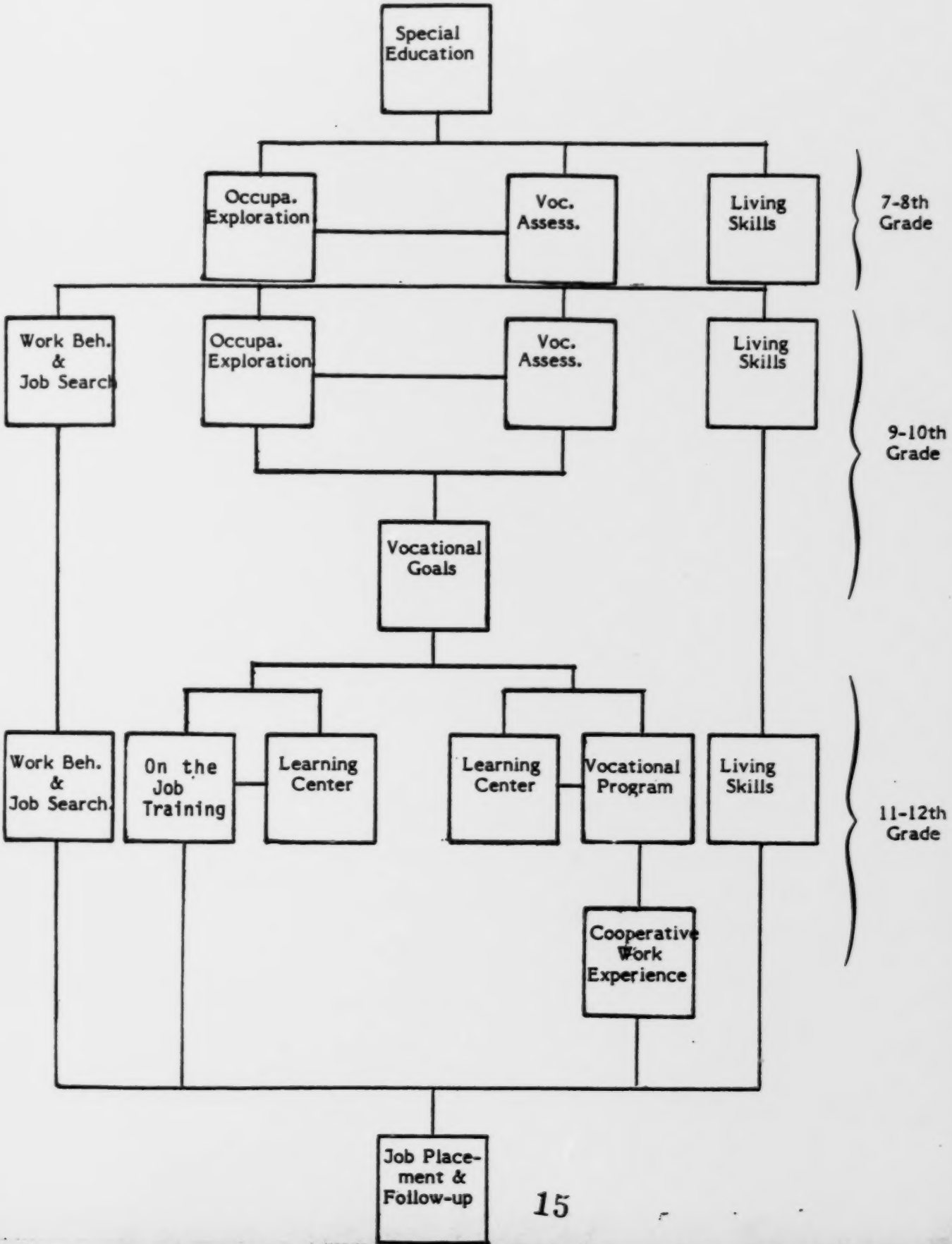
Work Behavior . . . . . 10

Job Search. . . . . 11

Independent Living Skills . . . . . 12

Appendices. . . . . 15

## VOCATIONAL SPECIAL NEEDS CURRICULUM



OCCUPATIONAL EXPLORATION AND VOCATIONAL ASSESSMENT

Suggested Grade Levels: 9th through 10th (may begin at 7th or 8th).

Unit Goal: Increase the special needs student's awareness of potential entry-level occupations.

Student Task: Acquire specific information on the different types of entry-level jobs, including qualifications, training, current openings, salary/wages, job descriptions, etc.

Related Activities

1. Read about different jobs through job information pamphlets, vocational workbooks, and other related literature.

2. View films and filmstrips on occupations and discuss the different aspects of each job.

3. Interview teachers and other staff members about their previous non-teaching work experiences.

4. Use the Career Information System (CIS) to acquire information on specific jobs.

5. Interview parents and friends about their occupations.

6. Arrange for a "Career Day" for students to find out about jobs which they are interested in and can acquire the skills to perform.

Student Task: Acquire specific information on entry-level jobs that are available locally.

Related Activities

1. Take field trips to local businesses and industries.

   a. Observe workers perform their job tasks.

   b. Interview supervisor/employer using student-prepared questionnaire.

   c. Use acquired information to develop a file on potential local jobs.

2. Invite local business and industry personnel to class to discuss their occupations.

3. Invite former pupils to talk about their employment experiences.

Student Task: Enroll in introductory classes in areas such as industrial arts, home economics, business and/or agriculture.

Related Activities

1. Identify various occupations within those areas.

2. Using hand and power tools, and machines properly and safely.

3. Practicing safety with tools and machines.

4. Perform measuring and reading for vocational related assignments.

Student Task: Participate in an in-school work exploration program.

Related Activities

1. Receive hands-on experiences in three or more in-school jobs of contrasting nature. (E.g., office helper, food service worker, janitorial helper, grounds maintenance worker, gym monitor, library aide, shop monitor.)

2. Identify advantages and disadvantages of each job.

3. Identify which jobs were most interesting.

4. Discuss the value of good work behavior and attitudes.

Unit Goal: Develop individual vocational goal(s).

Teacher Task: Identify the student's vocational aptitudes and interests, academic, physical and social skills.

Related Activities

1. Obtain information on vocational aptitudes through standardized aptitude tests (Appendix A1).

2. Obtain information on parental expectations (Appendix A2.)

3. Acquire information on vocational interests through commercially developed inventories, or interviews with student and parent/guardian.

4. Determine academic competencies through locally-developed tests (Appendix B1 to B3) and student records.

5. Identify social competencies and physical development through student records and teacher observations.

6. Summarize the assessment results by developing a student vocational profile (Appendix C).

Teacher Task: Use the information to identify an appropriate vocational goal for the student.

Related Activities

1. Analyze the student profile and discuss the special needs and strengths of the student with appropriate school personnel, parents/guardians, and student.

2. Assist the student to identify a vocational goal in terms of acquiring skills and knowledge of a specific entry-level occupation. The goal should be developed before the student enters the eleventh grade.

Examples of vocational goal statements:

a. "The student will acquire the entry-level skills required of a nursery worker by enrolling in a horticulture class and participating in a related work experience program."

b. "The student will acquire the entry-level skills required of a nursery worker by participating in direct on-the-job training."

3. Obtain acceptance from the parent/guardian as to the appropriateness of the recommended entry-level job for the student.

4. Select the most appropriate approach for the student to best achieve the vocational goal. Suggested options are:

   a. Mainstreaming students into a regular vocational or cluster program, followed by cooperative work experience in a related occupation.

   b. Acquiring vocational skills by direct on-the-job training.

VOCATIONAL SKILLS PREPARATION

Suggested Grade Levels: 11th and 12th

The emphasis at these levels should be to assist the special needs students to acquire employable skills in specific jobs. The preferred mode to accomplish this task would be by enrollment in regular vocational cluster programs with subsequent participation in a related work-experience program. The major process is the development of the individual vocational education program. This document is a supplement to the IEP.

Unit Goal: Develop and implement individualized vocational education programs (IVEPs) for students in mainstreamed vocational settings.

Special Educator's Task: Enroll student into a regular vocational program to acquire entry-level skills of a specific job(s).

Related Activities

1. Meet with the appropriate vocational instructor to discuss mainstreaming the special needs student.

   a. Clarify the primary vocational needs of the student as the acquisition of entry-level job skills.

   b. Discuss the individual's vocational goal, aptitudes, interests, and needs.

   c. Relate how the placement may assist the student fulfill the vocational goal(s).

2. Obtain permission to enroll the student into the vocational program.

Cooperative Task: (Special and Vocational Education Personnel): Develop an individualized vocational education program for the student.

Related Activities

1. List the major tasks and subtasks performed in the identified entry-level job. This may be accomplished by: a) conducting a job analysis at several sites doing similar work, b) interviewing employers and/or employees, c) interviewing vocational instructors, d) using printed occupational analysis (Appendix H).

2. Discuss with the vocational instructor which of the tasks can be taught in the vocational program. These identified tasks would be used as the instructional objectives.

3. Transfer the selected tasks and subtasks to the IVEP form, under the "Instructional Task" columnn (Appendix D).

4. Specify the person(s) responsible for the instruction of each objective under the "Person Responsible" column.

5. Vocational instructor and/or special educator should explain details of the plan to the student.

6. Obtain signatures of involved parties to indicate approval.

Cooperative Task: Provide vocational instruction based on the IVEP.

Related Activities

1. Facilitate mainstreaming by adopting these special provisions:

   a. Place no more than two handicapped students in the same period of a regular vocational class.

   b. Provide the vocational instructor with the option to terminate student's enrollment in the course when the instructional tasks of the IVEP are satisfactorily met.

   c. Assist the vocational instructor to understand that the handicapped student is mainstreamed into a vocational class primarily to acquire entry-level skills for a specific job and not necessarily to complete the entire course objectives.

2. Role of the vocational instructor.

   a. Assist the student acquire entry-level skills documented in the IVEP.

   b. Record the completion of each objective in the "Evaluation" column of the IVEP.

   c. Identify the barriers affecting student's learning and adapt instructional techniques to facilitate learning.

   d. Relate classroom and lab activities to the real world of work.

   e. Assist the student to adjust to the mainstreamed classroom environment.

   f. Meet with the special educator periodically to review progress of the student and to ask for assistance when necessary.

   g. Grade the student on predetermined objectives.

3. Role of the special educator.

   a. Reinforce vocational concepts and instructions presented in the vocational programs.

   b. Offer tutoring services for vocational related assignments.

   c. In cooperation with the vocational instructor, work to alleviate behavior problems that may arise.

   d. Provide job search skills.

   e. Periodically meet with vocational instructor to discuss student progress.

   f. Occasionally visit the student in the vocational class.

Cooperative Task: Provide cooperative work experience.

Cooperative work experience enables students to acquire employment skills through a cooperative arrangement between the school and employer. The student combines work experience with academic, social, and related vocational instruction in the school. Therefore, the experiences the student has in school and on-the-job should be planned and supervised by both the school and the employer so that each contributes to the student's educational and eventual employability.

Related Activities

1. Select a training station with the following qualities:

   a. Ability to provide sound vocational training.

   b. Safe and pleasant place to work.

   c. Willingness of employer to function cooperatively with the school, including a willingness to make adjustments in the job requirements so as to optimize the learning experience, especially in the beginning stages of work experience.

2. Inform the potential employer of the goals and objectives for the student. Use the completed IVEP to identify entry-level skills acquired by the student in the vocational program.

3. Identify who will directly supervise the student at the employer's facilities.

4. Develop a training plan.

   a. Conduct a job analysis by identifying major tasks and subtasks to be performed on the job by observing a worker in a similar position and by interviewing an employer or employee.

   b. Transfer the identified tasks to the Training Plan form (Appendix E).

   c. Use the training plan as a guide for the employer/supervisor.

5. Prepare the student for the job interview.

   a. Inform the student of the possible job vacancy.

   b. Assist student in completion of job application form.

   c. Assist student in calling employer for an appointment for an interview.

   d. Review interviewing procedures with the student.

6. Develop a training agreement, specifying responsibilities of the student, parent/guardian, employer and school.

   a. Conduct a meeting to discuss the responsibilities specified in the training agreement. (See Appendix F).

b. Clarify matters not covered in the training agreement. This might include: a) responsibility of student/parent to notify employer of absence from work, b) identify source of wages, if provided (this could be the employer, NARC-OJT, JTPA, other), c) mode of transportation to and from work (school, public, private), and d) types of appropriate work clothing.

7. Responsibilities of employer/supervisor.

a. Orient student to job site and position.

b. Train and supervise student.

c. Communicate needs, progress, and potential problems of the student to appropriate school personnel.

d. Look after the welfare of the student.

e. Evaluate student's work performance periodically (e.g., every 4 weeks) (Appendix G).

f. Discuss each evaluation with the work experience coordinator.

8. Responsibilities of the vocational teacher.

a. Provide instruction to remediate or reinforce work-related skills.

b. Visit job site, at least once, to acquire first-hand information of the job, facilities, and working conditions. Use the information to better correlate classroom instruction with the student's experiences on the job.

9. Responsibilities of the work-experience coordinator.

a. Observe students at work site.

b. Update the training plan when necessary.

c. Maintain communication with the supervisor/employer.

d. Provide feedback to the special education and vocational teachers, such as suggestions for classroom instruction to reinforce behavior or skills related to the work.

e. Provide feedback to the parents/guardians.

f. Evaluate the student and the placement.

g. Review the evaluation with the student and parent/guardian.

Unit Goal: Develop and implement individualized vocational education programs for non-mainstreamed vocational students.

If a regular vocational program is not available or appropriate for special needs student, then direct on-the-job training is recommended as an alternative approach. In this approach,

the acquisition of occupational skills will occur at in-school and community job sites and will be reinforced with supportive instruction in the learning resource centers.

Special Educator's Task: Secure an IN-SCHOOL or COMMUNITY-BASED work experience station.

Related Activities

1. Select a potential training station with the following qualities:

   a. Ability to provide work commensurate with the student's abilities.

   b. Safe and pleasant place to work.

   c. Willingness of employer to cooperate with the district.

   d. Potential place for permanent employment.

2. Explain the objectives of the work program to the potential employer and acquire approval to use the firm as a training station.

3. Identify who will directly supervise the student at the job site.

Special Educator's Task: Develop a training plan.

Related Activities

1. Conduct a job analysis by identifying major tasks and subtasks to be performed on the job by observing a worker in a similar position and by interviewing an employee or employer.

2. Transfer the identified tasks to the Training Plan form (Appendix E).

   NOTE: The training plan, by its design and application will be regarded as the student's IVEP.

Special Educator's Task: Develop a training agreement, specifying responsibilities of the student, parent/guardian, employer, and school.

Related Activities

1. Responsibilities of the special education work experience personnel:

   a. Observe students at work site.

   b. Update the training plan when necessary.

   c. Maintain communication with the supervisor/employer.

   d. Provide feedback to the special education teacher, such as suggestions for classroom instruction to reinforce

behavior or related skills.

e. Evaluate the student and the placement.

f. Review the evaluation and provide feedback to parent/guardian.

2. Suggested responsibilities of employer/supervisor:

a. Orient student to the job site and position.

b. Train and supervise student.

c. Communicate needs, progress, and potential problems of the student to appropriate school personnel.

d. Look after the welfare of the student.

e. Evaluate the student's work performance periodically (e.g., every 4 weeks) (Appendix G).

f. Discuss the evaluation with the special education work experience personnel.

## ASSOCIATED WORK SKILLS

The major purpose of the following units is to assist the special needs students to acquire the necessary competencies in work attitudes and behavior, job search skills and independent living skills. These appropriate work related social skills can assist in the transition from school to work.

## WORK BEHAVIOR

Suggested Grade Levels: 9th through 12th (may begin at 7th or 8th).

Unit Goal: Develop appropriate work behavior skills.

Methods:

1. Special educators and vocational instructors should infuse work habit concepts into their normal classroom activities, whenever appropriate.
2. Classroom management and organization may be set-up to reflect realistic work standard such as starting class promptly, stressing regular attendance and punctuality, emphasizing cause and effect relationship of absences to course learning and grades, completing assignments on time and making wise use of time.
3. Discussion and role playing sessions.

Student Task: Demonstrate appropriate work behavior skills.

Related Activities

1. Recognize the importance of attendance and punctuality.
   a. Identify reasons for good attendance and punctuality.
   b. Identify appropriate and inappropriate excuses for tardiness.
   c. Understand proper action to take if late or absent from work.
2. Follow directions in completing tasks.
   a. Perform tasks according to oral directions.
   b. Perform tasks according to written directions.
3. Assume self-initiative.
   a. Seek additional assignment upon task completion.
   b. Seek assistance when needed.
4. Work well with others.
   a. Identify reasons for working with others.
   b. Complete group assignments.
5. Accept supervision.

a. Recognize the roles of supervisor(s).

6. Assume occupational safety responsibilities.

a. Understand major reasons for practicing safety on the job.

b. Identify potential safety hazards in specific jobs.

JOB SEARCH

Suggested Grade Levels: 9th through 10th (group instruction)
11th through 12th (based on individual needs)

Unit Goal: Develop job search skills.

Student Task: Demonstrate appropriate job search skills.

*Related Activities

1. Identify a prospective job.

a. Demonstrate procedures for locating a prospective job (e.g., use of want ads, employment services, friends, parents, etc.).

2. Apply for a job.

a. Identify the steps necessary in the job application process (e.g., fill out application, appropriate dress, obtain interview, etc.)

b. Prepare personal information to be used on job application forms.

c. Fill out a job application form independently and to the satisfaction of the instructor.

d. Role play applying for a job both in person and by telephone.

*Adapted from LIFE CENTERED CAREER EDUCATION. A COMPENTENCY BASED APPROACH. Donn Brolin. Council of Exceptional Children. Reston, VA. 1978.

3. Interview for a job.

   a. Identify different ways to obtain a job interview (e.g., in person, letter, telephone).

   b. Role play an interview with school personnel as a practice session.

   c. Dress appropriately.

INDEPENDENT LIVING SKILLS

Suggested Grade Levels: 9th through 10th (group instruction)
11th through 12th (based on individual needs)

Unit Goal: Develop independent living skills.

Based on the evidence that social skills have a strong bearing to success on the job, instruction in living skills should be an integral part of a vocational special needs program. A comprehensive vocational program should, therefore, stress daily living skills as well as entry-level job skills.

Method: Many areas in the living skills unit are in the realm of the home economics curriculum. Therefore, the special needs living skills class can be cooperatively organized and taught by a home economics instructor and special educator.

Suggested Curriculum: Living Skills I (one semester).

1. Apply the basic four food groups to menu planning.

2. Correctly follow a recipe in preparation on simple food products.

3. Use basic kitchen equipment safely and efficiently.

4. Practice food handling and kitchen sanitation.

5. Practice personal grooming habits, such as care of hair, hands, nails, teeth, skin, bathing and clean clothing.

6. Use washer, dryer and iron correctly.

7. Demonstrate the basic need for love, companionship and belonging to a group.

8. Demonstrate how to develop meaningul relationships with the opposite sex.

Suggested Curriculum: Living Skills II (one semester)

1. Demonstrate simple mending techniques, including sewing on a button, mending a ripped seam, putting in a hem, and patching torn areas.

2. Describe the basic anatomy and physiology of the male and female reproductive systems, identifying parts and their functions.

3. Discuss appropriate and inappropriate sexual behaviors for various places or life situations.

4. Demonstrate independent travel skills, including use of public and private transportation.

5. Demonstrate simple household maintenance and repairs.

6. Discuss types of advertisements and their influence on buying habits.

7. Determine where to go for help for specialized services, such as hospital, health services, assistance for special difficulties, etc.

8. Budget, plan, prepare, and shop for food.

Suggested Curriculum: Living Skills III (one semester)

1. Apply budgeting principles to present and future life situations.

2. Demonstrate knowledge of concepts relating to credit in our society.

3. Demonstrate knowledge of insurance and its importance in our society.

4. Apply knowledge of opening and using checking and/or savings accounts.

5. Explain advantages and disadvantages to various types of housing available.

6. Apply knowledge of developing a plan and budgeting for and choosing clothing.

7. Demonstrate knowledge of responsibilities and rewards of various lifestyles including single, living at home, living in group home, living with friends, marriage, marriage and family.

The Living Skills Curriculum was adapted from a section written by Barbara Stalick, home economics instructor, in the VOCATIONAL EDUCATION FOR MENTALLY RETARDED STUDENTS: A PROCEDURAL MANUAL (Yoshimura, Ralph and Warren Suzuki. Oregon State University and Oregon Department of Education. 1981).

# APPENDICES

# APPENDIX A

## Career-Vocational Suggested Tests
## (for Handicapped Student Assessment)

GENERAL APTITUDE TEST BATTERY (GATB). This battery was developed by the U.S. Employment Service and consists of 12 tests which measure nine different aptitudes (indicators of potential ability). For more information, contact the Oregon State Employment Office.

NON-READING APTITUDE TEST BATTERY (NATB). This battery consists of 14 tests which measure the same nine aptitudes measured by the GATB. The NATB is used with individuals who lack basic literacy skills. For more information, contact the Oregon State Employment Office.

INTEREST CHECK LIST (ICL). This list is administered together with the GATB or NATB. The items in the list reflect a sampling of jobs related to the major fields of work.

WIDE RANGE INTEREST OPINION TEST (WRIOT). This is a vocational interest test for individuals with low reading levels. For more information, contact JASTEK Assessment System, 1526 Gilpin Ave., Wilmington, Delaware 19800.

READING-FREE VOCATIONAL INTEREST INVENTORY. For more information, contact American Association on Mental Deficiency, 5201 Connecticut Ave. NW, Washington, D.C. 20015.

MINNESOTA RATE OF MANIPULATION TEST. This test measures manual dexterity, which is the ability to move the hands easily and skillfully in placing and turning motions. For more information, write to American Guidance Service, Publishers Building, Circle Pine, Minnesota.

PENNSYLVANIA BI-MANUAL. This test measures finger dexterity (the ability move the fingers rapidly and accurately) and motor coordination (the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed). For more information, write to American Guidance Service, Publishers Building, Circle Pines, Minnesota.

THE SOCIAL AND PREVOCATIONAL INFORMATION BATTERY (SPIB). This battery contains nine tests designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of educable mentally retarded (EMR) students. Intended primarily for junior and senior high school levels, the test consists mostly of true/false, orally administered items. The areas measured by SPIB includes employability, economic self-sufficiency, family living, personal habits, and communication.

Appendix A-2

PARENT/GUARDIAN INVENTORY

DOMAIN: Vocational

Student Name: _____ Dates: _____

Age: _____

School: _____

1. Upon graduation from the public schools, you would like to see your son/daughter participate in:

   _____ Day Care/Activity Program
   _____ Sheltered Workshop
   _____ Competitive Part-time Employment
   _____ Competitive Full-time Employment
   _____ Other

2. Following graduation from the public schools, you anticipate your son's/daughter's/charge's living situation to be:

   _____ Urban (what city?)
   _____ Rural (what county?)
   _____ At Home
   _____ Foster Home
   _____ Group Home
   _____ Sheltered Apartment
   _____ Other
   _____
   _____

3. a. Are there any work demands being placed on your son/daughter at home? If so, what are they?

   _____
   _____
   _____

   b. What is your son's/daughter's reaction to them?

   _____
   _____
   _____

   c. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was he/she involved in?

   _____
   _____
   _____

4. a. Are there any jobs that your son/daughter seems particularly interested in?

_____
_____
_____
_____

b. Are there any jobs which seem to be aversive to him/her?

_____
_____
_____

5. Do you have preferences for occupational placement?

a. Are there any activities from past vocational programs that you think should be included in your son's/daughter's occupational training?

_____
_____
_____
_____

b. Are there occupations in which you object to your son's/daughter's participation?

_____
_____
_____

6. a. What concerns do you have regarding your son's/daughter's placement in a vocational training program?

_____
_____
_____

b. If there are any recurring safety problems (e.g., facination with electrical outlets, putting objects in mouth, etc.) please state them.

_____
_____
_____

7. If you have any concerns or comments, please state them.

_____
_____
_____

8. Please sign and date this survey. It will go in your son's/daughter's record and will be vital for the development of his/her I.E.P.

Signed: _____ Date: _____

## NUMERICAL SKILLS WORKSHEETS

Name _____ Date _____

### ADD

| | | | | |
|---|---|---|---|---|
| | | 12 | | |
| | | 34 | $3.45 | |
| 85 | 283 | 42 | 1.00 | 21,468 |
| + 1 | + 514 | + 11 | + 4.53 | + 58,530 |

| | | | | |
|---|---|---|---|---|
| | | | $ .27 | |
| | | | .38 | $105.50 |
| $15.00 | $25.50 | | .92 | 37.24 |
| 3.50 | 16.29 | $19.47 | .56 | 560.93 |
| 10.00 | 32.98 | .03 | .48 | 1.36 |
| + 4.15 | + 54.67 | + 7.81 | + .24 | + 346.57 |

_____% Correct

### SUBTRACT

| | | | | |
|---|---|---|---|---|
| 88 | 117 | 964 | $29.50 | $3,459 |
| - 1 | - 12 | - 523 | - 13.40 | - 205 |

| | | | | |
|---|---|---|---|---|
| 12.45 | 180 | 1.05 | 1.00 | 9,565 |
| - 9.38 | - 171 | - .50 | - .65 | - 755 |

_____% Correct

MULTIPLY

| | | | | |
|---|---|---|---|---|
| 30<br>x 1 | 54<br>x 2 | 94<br>x 3 | 20<br>x 9 | 76<br>x 5 |
| 1.32<br>x 6 | 3.56<br>x 7 | 5.00<br>x 9 | 615<br>x 8 | 24<br>x 35 |

_____% Correct

DIVIDE

| | | | | |
|---|---|---|---|---|
| $4\overline{)4}$ | $5\overline{)25}$ | $8\overline{)32}$ | $6\overline{)126}$ | $9\overline{)459}$ |
| $8\overline{)179}$ | $5\overline{)365}$ | $7\overline{)225}$ | $2\overline{)1807}$ | $20\overline{)450}$ |

_____% Correct

APPENDIX B-2

**MEASURE**

**Draw a line for the following measurements:**

**6 inches** ·

**5½ inches** ·

**4¼ inches** ·

**2 inches** ·

**3 3/4 inches** ·

**Find the measurements for lines A, B, C, D and E:**

**A** ——————————— **= _____ inches**

**B** ——————————— **= _____ inches**

**C** ——— **= _____ inches**

**D** ——————————— **= _____ inches**

**E** ——————————————————————— **= _____ inches**

**_____% Correct**

**MONEY**

**Identify the following coins and bills: (to be administered orally)**

**Penny _____ Nickel _____ Dime _____ Quarter _____ Half-dollar _____**

**Dollar _____ Five dollars _____**

**Show two combinations for each of the following amounts:**

**5¢ _____ 10¢ _____ 15¢ _____ 20¢ _____ 25¢ _____ 30¢ _____**

**50¢ _____ $1.00 _____**

**Change making:**

1. **I make a purchase of $4.00 and give you $5.00. Give me the correct change.**
   **1st Attempt _____ 2nd Attempt _____**
2. **I make a purchase of 20¢ and give you 25¢. Give me the correct change.**
   **1st Attempt _____ 2nd Attempt _____**

3. I make a purchase of $3.50 and give you $5.00. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

4. I make a purchase of 76¢ and give you $1.00. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

5. I make a purchase of 14¢ and give you 50¢. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

_____% Correct

TIME

Tell time by hour _____ Half-hour _____ Quarter-hour _____

5 minutes _____ One minute _____

APPENDIX B-3

COMMUNICATIONS SKILLS WORKSHEET

Reading: Assess reading levels by administering an Informal Reading Inventory (IRI).

Independent Level _____

Instructional Level _____

Frustration Level _____

Spelling: Assess spelling ability for common words. A suggested spelling list is given below.

| | | | |
|---|---|---|---|
| 1. employer | 6. late | 11. food | 16. police |
| 2. work | 7. wage | 12. cost | 17. car |
| 3. help | 8. time | 13. thank you | 18. student |
| 4. teacher | 9. street | 14. list | 19. Oregon |
| 5. store | 10. tools | 15. school | 20. rent |

_____% Correct

Written Communication: Write a series of sentences on a subject of interest to the student.

1.

2.

3.

4.

5.

Following Verbal Commands: Suggested commands are given below. If the student is unsuccessful in following the command(s) on the first attempt then the command(s) should be repeated before the next attempt. Indicate with an X which attempt was executed correctly.

<u>One Command</u>

1. Tell me your full name.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

<u>Two Commands</u>

1. Put any five books on your desk.
2. Bring to me the book with the most pages.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Three Commands

1. Turn to page 32 in a dictionary.
2. Find a word with five or more letters.
3. Write the word backwards on this sheet of paper.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Four Commands

1. Turn to page 3 in the telephone directory.
2. On a piece of paper write the phone number to call for the time.
3. Dial this number for the time.
4. Write the time on the chalkboard.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Five Commands

1. Borrow a book on animals at the library.
2. Bring the book back to the room.
3. Write on a sheet of paper the title and author of the book.
4. Hand in the paper to me.
5. Return the book to the library.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Six Commands

1. Get a dictionary.
2. Turn to page 100.
3. Pick out three words from that page.
4. Write the three words on a sheet of paper.
5. Circle each of the words.
6. Fold the paper in half.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

# Appendix C

## STUDENT VOCATIONAL PROFILE

Student _____ Assessment/Appraisal Team

School _____ _____

Date _____ _____

| Special Needs Indicators | Difficulty | | | | Strength | Criterion Statements |
|---|---|---|---|---|---|---|
| **Numerical Skills** | | | | | | |
| Counting/recording | | | | | | Reads, counts, and/or records numerical information with _____% accuracy. |
| Add/subtract | | | | | | Performs addition and subtraction computations with _____% accuracy. |
| Multiply/divide | | | | | | Performs multiplication and division computations with _____% accuracy. |
| Money | | | | | | Recognizes common denominations of coins and bills and can make change with _____% accuracy. |
| Measure | | | | | | Measures by inches, feet, yards; weigh by pounds and ounces with _____% accuracy. |
| Time | | | | | | Tells time by hour, half-hour, quarter-hour, five minutes and minute with _____% accuracy. |
| Other numerical skills | | | | | | |
| **Communication Skills** | | | | | | |
| Reading | | | | | | Reads with comprehension at the _____ grade level. |
| Spelling | | | | | | Spells common words with _____% accuracy. |
| Verbal communication | | | | | | Uses words effectively when asking or responding to questions as determined by the teacher. |
| Written communication | | | | | | Writes a series of sentences on a given subject to the satisfaction of the teacher. |
| **Psychomotor/Physical Skills** | | | | | | |
| Physical strength | | | | | | a. Can perform sedentary work (mostly sitting and required to lift a maximum of 10 pounds). |
| | | | | | | b. Can perform light work (considerable standing or walk or work movements while sitting and required to lift up to 20 pounds). |
| | | | | | | c. Can perform medium work (many work movements while sitting and required to lift up to 50 pounds). |
| | | | | | | d. Can perform heavy work (required to lift up to 100 pounds or carry up to 80 pounds). |
| | | | | | | e. Can perform very heavy work (required to lift over 100 pounds). |
| Hand-eye coordination | | | | | | Coordinates movement of eyes and hands and fingers rapidly and accurately. |
| Manual dexterity | | | | | | Moves and coordinates hands with skill and ease in placing and turning motions; uses common hand tools. |
| Finger dexterity | | | | | | Manipulates small objects with fingers rapidly and accurately. |
| Mobility | | | | | | Walks or moves to appropriate locations with little or no problem. |
| Other skills | | | | | | |

| Special Needs Indicators | Difficulty | | | | Strength | Criterion Statements |
|---|---|---|---|---|---|---|
| **Social Skills** | | | | | | |
| Cooperativeness | | | | | | Cooperates with peers and others for the accomplishment of a group task (rated as determined by teacher). |
| Punctuality | | | | | | Is on time regularly for activities and events; accepts responsibility for tardiness (rated as determined by teacher). |
| Self-initiation | | | | | | Initiates work on task promptly and without being directed (rated as determined by teacher). |
| Responsibility | | | | | | Assumes and carries out tasks in a responsible manner (rated as determined by teacher). |
| Attentiveness | | | | | | Listens to directions; follows instructions; attends to tasks as required (rated as determined by teacher). |
| Seeks help | | | | | | Requests assistance from others and/or peers when encountering difficulty (rated as determined by teacher). |
| Distractibility | | | | | | Stays on task when others are nearby or after experiencing non-work related problems (rated as determined by teacher). |
| Loyalty | | | | | | Never or rarely complains about peers, teachers, others, or tasks (rated as determined by teacher). |
| Absence of supervision | | | | | | Works at a consistent rate when unsupervised; works well without direct continuous supervision (rated as determined by teacher). |
| **Occupational Interests** | | | | | | |
| Agriculture | | | | | | |
| Automotive | | | | | | |
| Business/Office | | | | | | |
| Construction | | | | | | |
| Electricity/Electronics | | | | | | |
| Food/Clothing/Child Care | | | | | | |
| Forestry | | | | | | |
| Graphics | | | | | | |
| Health | | | | | | |
| Ind. Mechanics | | | | | | |
| Marketing | | | | | | |
| Metals | | | | | | |
| Service Occupations | | | | | | |

APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP)

VOCATIONAL CLASS: Horticulture STUDENT'S NAME: _____

ENTRY LEVEL JOB(S): Nursery Worker

| INSTRUCTIONAL TASKS AND SUBTASKS | Person(s) Responsible | EVALUATION Involved | Employable |
|---|---|---|---|
| 1. Prepare growing media and seedbeds | | | |
| a) Screen media | | | |
| b) Sterilize mixed media if necessary | | | |
| c) Fill pots and flats | | | |
| d) Apply fertilizer to media | | | |
| 2. Propogate nursery stock. | | | |
| a) Prepare and plant cuttings in flats | | | |
| b) Transplant cuttings and seedlings to the field | | | |
| c) Label planted rows or areas | | | |
| 3. Culture plants in the nursery | | | |
| a) Water nursery stock | | | |
| b) Prune and trim plants | | | |
| c) Prepare cutting | | | |
| d) Operate sprayers and dusters | | | |
| e) Thin and space nursery stock | | | |
| f) Identify and remove diseased and dead plants. | | | |
| g) Identify common weeds, insects and diseases. | | | |
| h) Cultivate with hand and power equipment | | | |

We concur with the specifications

| Signature | Position | Date | Signature | Position | Date |
|---|---|---|---|---|---|
| | | | | | |

APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP) 

VOCATIONAL CLASS: Office Skills STUDENT'S NAME: _____

ENTRY LEVEL JOB(S): Office Helper

| INSTRUCTIONAL TASKS AND SUBTASKS | Person(s) Responsible | EVALUATION Involved | EVALUATION Employable |
|---|---|---|---|
| 1. Perform typing tasks. | | | |
| a) Type labels, lists, schedules, memos, cards and envelopes. | | | |
| b) Proof read copy | | | |
| c) Make corrections as needed | | | |
| 2. Perform filing tasks. | | | |
| a) File materials alphabetically, by number, by subject. | | | |
| b) Retrieve items from files | | | |
| 3. Use office machines | | | |
| a) Use typewriter | | | |
| b) Use ditto and photocopy machines | | | |
| c) Use automatic stapler, paper cutter, paper punch | | | |
| d) Use adding machine | | | |
| 4. Perform mail duties | | | |
| a) Deliver incoming mail | | | |
| b) Process and deliver interoffice mail | | | |
| c) Inspect outgoing envelopes for address and postage. | | | |
| 5. Perform miscellaneous duties | | | |
| a) Run errands | | | |
| b) Distribute supplies | | | |
| c) Prepare meeting rooms | | | |
| d) Make and serve coffee | | | |
| e) Water office plants | | | |

We concur with the specifications

| Signature | Position | Date | Signature | Position | Date |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP)

VOCATIONAL CLASS:_____ STUDENT'S NAME:_____

ENTRY LEVEL JOB(S):_____

| INSTRUCTIONAL TASKS AND SUBTASKS | Person(s) Responsible | EVALUATION Involved | Employable |
|---|---|---|---|
| | | | |

We concur with the specifications

| Signature | Position | Date | Signature | Position | Date |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

## APPENDIX E

## TRAINING PLAN

Student: _____

Job: Nursing Aide

| Task | Performs with Supervision | Performs without Supervision | Person(s) Responsible | Related Skill | Person(s) Responsible |
|---|---|---|---|---|---|
| **Goal:** To take full responsibility for two patients. | | | | | |
| **Tasks:** | | | | | |
| 1. Receive report in A.M. from nurse on duty. | | | | | |
| 2. Prepare patient for breakfast. | | | | | |
| 3. Assist patient to dress - take to bathroom first. | | | | | |
| a. Oral hygiene | | | | | |
| b. Hair care | | | | | |
| c. Nails | | | | | |
| 4. Bathe patient and wash hair. | | | | | |
| 5. Make and/or change beds. | | | | | |
| 6. Leave room clean and tidy. | | | | | |
| 7. Make patient assessments. | | | | | |
| a. Condition of skin | | | | | |
| --any breakdowns | | | | | |
| --redness | | | | | |
| --swelling of feet or hands | | | | | |
| --dryness, cracking | | | | | |
| b. Blood Pressure | | | | | |
| c. Pulse | | | | | |

APPENDIX F

COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

TO BE FILLED OUT OR SIGNED BY THE STUDENT, EMPLOYER, PARENT, AND COORDINATOR

| Student | Social Security Number | Grade | Work Permit |
|---|---|---|---|

| Home Address | City | County | Zip | Telephone |
|---|---|---|---|---|

Full-time Student_____ Part-time Student_____ Average hours of work (weekly)_____

SAIF will be paid by employer_____ _____ Employer_____

Describe the type of field experiences you will be doing_____

_____

If this is a paid experience, your hourly wage will be $_____. Non-paid_____
Do you have any health or physical problems an employer should be aware of?_____

I realize that _____ credits from the contact class _____will be given for satisfactory completion of work experience during _____ term. In accordance with school policy, I realize that I am to keep my coordinator informed of my work activiites and consult him prior to changing my employment status. My parents or guardians agree and approve of this training station and that they will be responsible for the safety and conduct of the learner while travelling to and from school, the training station, and home.

| Student Signature | Parent/Guardian Signature | Date |
|---|---|---|

This student will receive credit for satisfactory completion of his cooperative work experience. I agree to work with this student for the time and rate of pay specified above in accordance with company rules and regulations. To provide the trainee with a variety of tasks in order to increase the educational value of the work experience and contribute to the attainment of his career objective. To adhere to all Federal and State regulations regarding employment. If any difficulty should arise, I will contact the coordinator to try to resolve the issue.

| Employer/Supervisor Signature | Date |
|---|---|

The coordinator will make periodic visits to observe the trainee on the job, consult with the employer, and assist in evaluation of job performance. To work with the employer to enhance the classroom activities for the student learner. To help in career guidance with each student. To help coordinate all of the above tasks.

School District is an Equal Educational Opportunity Institution. Students are placed without regard to race, sex, color, or national origin.

| Coordinator Signature | Date |
|---|---|

Routing: White copy to CWE Office, yellow for student, pink for employer, gold for coordinator. Must have all signatures.

## APPENDIX G

### EMPLOYER EVALUATION

Trainee_____

Evaluator_____

Job_____

Date_____

To assure successful training and placement it is essential to receive data on the following job-related behaviors: Job Performance, Job-related Social Skills, Work Characteristics, and Personal Appearance and Grooming. To assess these behaviors the following performance scale has been devised.

(5) Outstanding - far exceeds expectations for employability
(4) Good - meets expectations for employability
(3) Fair - meets most expectations for employability
(2) Poor - less than adequately meets expectations for employability
(1) Unsatisfactory - does not meet expectations for employability

Job-Related Social Skills

| | | |
|---|---|---|
| 1. | With co-workers (cooperates and works well with co-workers while performing job) | 1 2 3 4 5 |
| 2. | With supervisor (listens to instruction, reacts positively to criticism, interacts well socially) | 1 2 3 4 5 |
| 3. | With customers (interacts well, answers questions) | 1 2 3 4 5 |

Work Characteristics

| | | |
|---|---|---|
| 1. | Dependability (attendance, punctuality) | 1 2 3 4 5 |
| 2. | Work tolerance (can work under pressure or with distraction) | 1 2 3 4 5 |
| 3. | Attitude (cooperation, enthusiasm, motivation) | 1 2 3 4 5 |
| 4. | Independence (works without direct supervision) | 1 2 3 4 5 |
| 5. | Controls frustration and anger | 1 2 3 4 5 |
| 6. | Notifies employer in advance of planned absence or when ill | 1 2 3 4 5 |
| 7. | Shows initiative (seeks more work when finished with task) | 1 2 3 4 5 |

Personal Appearance and Grooming

| | | |
|---|---|---|
| 1. | Grooming (hair, clothes, odor) | 1 2 3 4 5 |
| 2. | Behavior (does not exhibit socially inappropriate behaviors - rocking, drooling, nose-picking, etc.) | 1 2 3 4 5 |

Job Performance

| | | |
|---|---|---|
| 1. | Completes all assigned tasks | 1 2 3 4 5 |
| 2. | Completes tasks within allotted time | 1 2 3 4 5 |
| 3. | Specific job tasks | |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| | _____. | 1 2 3 4 5 |
| 4. | Overall, the quality and timeliness of performing all tasks for the job | 1 2 3 4 5 |

Comments:

BEST COPY AVAILABLE 

APPENDIX H

# TASK INVENTORY



GREENHOUSE GROWER
Job Title

Bill Curtis
Analyst

**INSTRUCTIONS:**

List each manipulative and knowledge skill relating to the job listed above. To the right of the page are three sections of columns asking specific questions about the Entry Level, Frequency of Performance and Instruction Attained At. An "X" should be placed, by the analyst, opposite each task in the appropriate box of the "ENTRY LEVEL" and "FREQUENCY OF PERFORMANCE" sections. Section three, "INSTRUCTION ATTAINED AT" is to be completed by state representative persons selected by the state department specialist.

| Duty No. | Task No. | Task Description | Entry Level | | Frequency of Performance | | | Instruction Attained at | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Entry | On The Job | Small Amount | Average Amount | Great Amount | High School | Community College | On-the-Job Training | Related Training |
| 1 | 0 | Prepares Planting & Growing Areas | | | | | | | | | |
| | 1 | Identify type of soil for plant | X | | X | | | | | | |
| | 2 | Identify and select plants based on market demands | | X | | X | X | | | | |
| | 3 | Shred or screen the soil | | X | X | | | | | | |
| | 4 | Mix soil with plant growing materials | | X | X | | | | | | |
| | 5 | Sterilize mixed soils | X | | X | | | | | | |
| | 6 | Fill benches and pots | | X | X | | | | | | |
| | 7 | Mix fertilizer into soil | | X | | X | | | | | |
| | 8 | Spread peat moss on top of soil mix | | X | X | | | | | | |
| | 9 | Identify plants by botanical classification | X | | X | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2 | 0 | Grows Annual and Seasonal Plants | | | | | | | | | |
| | 1 | Select proper time to plan annuals & seasonal varieties | X | | | X | | | | | |
| | 2 | Select seeds and bulbs | | X | | X | | | | | |
| | 3 | Clean and treat seed | | X | X | | | | | | |
| | 4 | Select cuttings and seedling stock | | X | | X | | | | | |
| | 5 | Plant seeds, bulbs, tubers | | X | | X | | | | | |
| | 6 | Transplant seedlings to pots | X | | X | | | | | | |
| | 7 | Plant cuttings in flats | X | | | | X | | | | |
| | 8 | Pencil label planted specimens | | X | | X | | | | | |
| | 9 | Keep seeds & bulbs at proper temperature | X | | X | | | | | | |
| | 10 | Identify types of horticultural plants | X | | | X | | | | | |
| | 11 | Water plants | X | | | | X | | | | |
| | 12 | Fertilize plants | X | | | | X | | | | |
| | 13 | Perform soil tests | X | | X | | | | | | |
| | 14 | Thin nursery stock | | X | X | | | | | | |
| | 15 | Prune and thin plants | | X | | X | | | | | |
| | 16 | Pinch potted plants | X | | | X | | | | | |
| | 17 | Control temperature with fans and heaters | X | | | X | | | | | |
| | 18 | Control humidity with ventilating fans & humidifiers | X | | | X | | | | | |
| | 19 | Control both the type and amount of light | X | | X | | | | | | |
| | 20 | Force bulbs | X | | X | | | | | | |
| | 21 | Force potted plants to bloom at seasonal times | | X | | | X | | | | |
| | 22 | Cultivate beds for aeration | | X | | X | | | | | |

APPENDIX H

# TASK INVENTORY



BEST COPY AVAILABLE

WAITER
Job Title

Analyst

**INSTRUCTIONS:**

List each manipulative and knowledge skill relating to the job noted above. To the right of each task is a series of columns asking specific questions about the entry level, level of difficulty, frequency, and type of skill involved. Place an "X" in each of the four categories opposite the task description. (Definitions on back).

| Duty No. | Task No. | Task Description | Entry Level: Entry | Entry Level: On The Job | Level of Difficulty: Easy | Level of Difficulty: Moderate | Level of Difficulty: Difficult | Frequency: Small Amount | Frequency: Average Amount | Frequency: Great Amount |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Communicate logically with others | | | | X | | | | X |
| | | Write legibly | X | | | X | | | | X |
| | | Understand fundamentals of arithmetic | X | | | X | | | | X |
| | | Work cooperatively with supervsiors and fellow employees | | X | | X | | | | X |
| | | Execute tasks according to directions | | X | | X | | | | X |
| | | Relieve or assist other employees during emergencies or rush periods | | X | | X | | | X | |
| | | Accept personal responsibility | | X | | X | | | | X |
| | | Develop and maintain good personal and public relations | X | | | | X | | | X |
| | | Have a sense of loyalty to your employer | | X | | X | | | | X |
| | | Maintain good personal hygiene habits | X | | | X | | | | X |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | Welcome patrons and seat them | | X | X | | | | | X |
| | | Present menu to diners | | X | X | | | | | X |
| | | Make suggestions regarding food and service | | X | X | | | | | X |
| | | Answer questions regarding food and service | | X | X | | | | | X |
| | | Take the customer's order | X | | | X | | | | X |
| | | Relay order to kitchen or serving area | | X | | X | | | | X |
| | | Deliver customers orders | | X | | X | | | | X |
| | | Fill beverage cups and glasses as needed | | X | | X | | | | X |
| | | Observe diners to fulfill additional requests | | X | | X | | | | X |
| | | Adjust or assist in adjusting customer complaints | | | | | X | | X | |
| | | Present check to customer | | X | X | | | | | X |
| | | Operate cash register | | X | | X | | | | X |
| | | Clear tables or counter | | X | | X | | | X | |
| | | Reset counter or tables | | X | | X | | | X | |
| | | Stack dishes for return to kitchen | | X | | X | | | X | |
| | | Replenish supply of linens, silverware, glassware and dishes in dining room | | X | | X | | | X | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | Prepare appetizers | | X | X | | | X | | |
| | | Prepare beverages and ice cream dishes | X | | | X | | | | X |
| | | Ladle soup | | X | X | | | | | X |
| | | Serve salads | | X | X | | | | | X |
| | | Portion foods correctly | | X | X | | | | | X |
| | | Garnish servings and dishes | | X | X | | | | X | |
| | | Replenish food at serving stations | | X | | X | | | X | |
| | | Do necessary sidework | X | | | | X | | | X |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

## Appendix B

PROCESS FOR CURRICULUM PLANNING AND IMPLEMENTTION

## EXAMPLE OF TECHNICAL ON-SITE ASSISTANCE PROVIDED TO HIGH SCHOOLS TO DEVELOP CURRICULA FOR HANDICAPPED VOCATIONAL STUDENTS

The following is a brief description of the long-term services provided to high schools to assist them with improving their vocational education for handicapped learners. Similar procedures and materials are used with assistance for disadvantaged vocational students.

When a high school requests assistance for developing its curriculum on vocational education for handicapped learners, a program status interview is conducted on-site by a staff member of the Vocational Education Special Needs Project (VESN). Appropriate staff members in the school are asked to describe key elements of the existing program. At the conclusion of the oral interview, the school personnel recognize the strengths and weaknesses of the services they provide to handicapped students. The VESN staff member then suggests what could be done to alleviate the deficiencies.

If the school agrees to use the services of the VESN, a project staff member meets with appropriate school personnel (e.g., special education teachers, remedial reading teachers, vocational instructors) to develop a realistic curriculum. Approximately five, one-hour sessions are needed to complete a draft of the curriculum plan for grades nine to twelve. When completed, participants should understand materials and processes for: (1) conducting appropriate and realistic vocational assessments; (2) providing instruction on independent living skills, appropriate worker behaviors, and job search; (3) developing individualized vocational education plans (IVEP) with

vocational instructors; (4) mainstreaming handicapped learners into approved vocational programs; (5) providing supportive instruction; (6) supervising cooperative work experience; and (7) providing job placement and follow-up services.

After the curriculum plan is documented, one or two sessions are held with building and appropriate district administrators, vocational instructors, and support personnel (e.g., special education teachers, remedial reading teachers) to solicit their input and prepare them to participate productively in the school's efforts. The draft curriculum is then finalized and an implementation plan is developed. Additional visits are made to the school to assist personnel with implementing their curriculum plan. The number of visits depends on a variety of variables, such as prior experience and preparation of personnel and substance of administrative support.

A follow-up visit is made to the school by the VESN staff member three to six months after providing assistance. The status of the program is assessed and additional assistance is provided as needed.